

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. David Ksanznak

Official School Name: Hamagrael Elementary School

School Mailing Address:
1 McGuffey Lane
Delmar, NY 12054-4133

County: Albany State School Code Number*: 310

Telephone: (518) 439-4905 Fax: (518) 439-8732

Web site/URL: http://bcsd.k12.ny.us E-mail: ksandham@bcsd.neric.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Michael Tebbano

District Name: Bethlehem CSD Tel: (518) 439-3102

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. James Lytle

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 6 | Elementary schools |
| 1 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 0 | Other |
| 8 | TOTAL |

2. District Per Pupil Expenditure: 15204

Average State Per Pupil Expenditure: 14119

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|-------|------------|--------------|--|-------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 | 7 | 0 | 0 | 0 |
| K | 24 | 23 | 47 | 8 | 0 | 0 | 0 |
| 1 | 45 | 29 | 74 | 9 | 0 | 0 | 0 |
| 2 | 28 | 36 | 64 | 10 | 0 | 0 | 0 |
| 3 | 46 | 34 | 80 | 11 | 0 | 0 | 0 |
| 4 | 29 | 31 | 60 | 12 | 0 | 0 | 0 |
| 5 | 32 | 31 | 63 | Other | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 | | | | |
| | | | TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | 388 |

9. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 17

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 17 %

Total Number of Students Served: 67

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>5</u> Autism | <u>2</u> Orthopedic Impairment |
| <u>1</u> Deafness | <u>22</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>25</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>2</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>2</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---------------------------------------|------------------|------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>1</u> | <u>0</u> |
| Classroom teachers | <u>19</u> | <u>0</u> |
| Special resource teachers/specialists | <u>9</u> | <u>8</u> |
| Paraprofessionals | <u>17</u> | <u>0</u> |
| Support staff | <u>8</u> | <u>6</u> |
| Total number | <u>54</u> | <u>14</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 97% | 97% | 97% | 96% |
| Daily teacher attendance | 98% | 98% | 99% | 98% | 98% |
| Teacher turnover rate | 3% | 2% | 2% | 1% | 0% |

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

| | | |
|--|-------------------|---|
| Graduating class size | <u>0</u> | |
| Enrolled in a 4-year college or university | <u>0</u> | % |
| Enrolled in a community college | <u>0</u> | % |
| Enrolled in vocational training | <u>0</u> | % |
| Found employment | <u>0</u> | % |
| Military service | <u>0</u> | % |
| Other (travel, staying home, etc.) | <u>0</u> | % |
| Unknown | <u>0</u> | % |
| Total | <u>100</u> | % |

PART III - SUMMARY

The overriding motto of Hamagrael Elementary School is "Kids First" and this pervades all we do. Our school has a diverse population and it is recognized that all students are unique and also have different needs, learning styles and abilities.

Hamagrael Elementary School is a suburban school adjacent to Albany, New York's state capital. Last year a new elementary school was added to our district and our population went from 500 to 388 students. Our kindergarteners, who had been housed at our Early Learning Center, have been returned to their home schools. This year kindergarten is a half day but next year it will be a full day. In addition, Hamagrael has two self-contained classes. The majority of students with disabilities are mainstreamed into regular classes.

Hamagrael Elementary School was originally built in 1954. Hamagrael is a user friendly school that is positive and nurturing. An ongoing character education program helps to promote acceptance and students who are kind and caring. We have established a monthly character education assembly program in which grade level teams organize a brief assembly to introduce a character education trait. This year we have also established a "Peaceful Bus" program. Teachers, students and bus drivers meet to work on problem solving and team building activities.

Because of the diversity in each classroom, teachers strive to deliver curriculum in a wide variety of ways. The students have multiple opportunities for discussions, writing activities and hands-on experiences.

Collaboration between teachers, parents and the larger community is a strong attribute of our school. This past year our school community received a variety of grants through this collaboration. Our 4th grade teachers and library media specialist received a grant to purchase books to be used for researching immigration through Ellis Island. This project ended with a class play and student presentation to the Bethlehem Central Board of Education.

A third grade teacher, library media specialist, science supervisor and two parents received a grant to purchase digital microscopes and books about using microscopes to be added to our library. This will enable students to have more opportunities for hands-on science experiments using technology.

A group of intermediate teachers, along with our social studies supervisor and director of technology, received a grant to chart the voyage of Henry Hudson as we celebrate the 400th anniversary of his voyage to our area.

Last year Hamagrael Elementary School was recognized as the "Heart Healthiest School" in America by the American Heart Association. Our school was selected due to our work with healthy schools programs including our annual Turkey Trot, a fun run held after school the Friday before Thanksgiving. Our staff also encourages students to eat healthy snacks during snack time and class parties, and our PE staff has coordinated many after school and before school programs to help students understand the importance of exercise.

Hamagrael Elementary School is also known for our community service work throughout the school year. We encourage all children to participate in community service projects and through our Kids Helping Kids committee there are plenty of opportunities. This year alone our students have participated in a backpack program to fill backpacks in August to give to families in need to start their year off right. The admission fee to our Turkey Trot is canned good items given to our local food pantry and we also have two other food drives to help families in need. Some of our families help cook meals for the Ronald McDonald House in Albany and we collect presents and food during our Adopt-A-Snowflake program during the holiday season. We typically are able to help over 50 families!

Hamagrael is a caring community and one that promotes a positive home-school communication network. We have an excellent Parent-Teacher Association who works closely with the staff to provide necessary support both financially as well as with volunteer hours. When parents and teachers work closely together the students are the ones who benefit the most.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The 2008-09 school year marks the fourth administration of the New York State English Language Arts and Mathematics Exams for students in grades 3-5. The state began a statewide testing program for fourth graders only in 1999.

The New York State Testing Program is designed to evaluate student learning and the implementation of the State's Learning Standards and to identify students in need of Academic Intervention Services (A.I.S.). We do not use extensive preparation for the assessments and work with the students, parents and staff to help them understand that the assessments are only a snapshot of a year's worth of work.

The English Language Arts Exams consist of two or three books depending on the grade level and assess the students' reading comprehension, listening skills and writing skills. The reading assessment contains reading passages in short stories, folk tales, and poetry. For the listening assessment students listen to a passage read by the teacher and answer comprehension skills questions. For the writing assessment the students use proofreading and editing skills to complete a series of paragraphs that contain a variety of grammatical errors.

Each of the mathematics exams consists of two or three books with students answering multiple choice, short response and extended responses relating to the math learning standards: number sense and operations, algebra, geometry, measurement, statistics and probability.

Each student receives a scale score which we use for cutoff points for students to receive academic intervention services. All students also receive a level from one to four.

Level 1: Not Meeting Learning Standards

Student performance does not demonstrate an understanding of the ELA/Math Knowledge and skills expected at this level.

Level 2: Partially Meeting Learning Standards

Student performance demonstrates a partial understanding of the ELA/Math Knowledge and skills expected at this grade level.

Level 3: Meeting Learning Standards

Student performance demonstrates an understanding of the ELA/Math Knowledge and skills expected at this grade level.

Level 4: Meeting Learning Standards with Distinction

Student performance demonstrates a thorough understanding of the ELA/Math Knowledge and skills expected at this level.

One of the issues we have at Hamagrael is the difficulty in combing through the data to look at consistent trends. Our students have performed at a high level with approximately 90% reaching level 3 or 4. We have a few students score in level 2 or 1 and we have supports in place to help them address any weaknesses that we can identify through the state and our local assessments.

Our minority and special education numbers are low so it is hard to make general statements about their results. Again, when we look at our results by Race/Ethnicity and Special Education our numbers have been consistently high. As an average we have approximately 85% of our students with disabilities score in levels 2, 3 or 4. We have a strong support network for our identified students which has contributed to them performing well.

An outsider looking at our results would note that Hamagrael Elementary School is a high achieving school with a high percentage of students working at the Mastery level. This is due to a number of factors. We have a staff committed to helping all students have a successful school experience. We also have a community of parents who value education and provide their children with many education opportunities outside of the classroom. Our staff truly appreciates the support that our students receive from home as it truly makes a significant contribution in the achievement of the students.

You can find more information about our school on the Bethlehem Central School District website <http://bcsd.k12/ny.us> and all of our state assessments can be found at <http://www.emsc.nysed.gov/repcrd2005/overview-analysis/010306060005.pdf>.

2. Using Assessment Results:

The staff at Hamagrael Elementary School uses assessment data to plan instructional units and target key growth areas for all students. For the past three years our staff has been using a model called "Continuous Improvement." This model calls for grade level teams to meet in one or two hour blocks of time before and/or after school to analyze test data to look for common trends and focus on improving student achievement.

All grade level teams are provided with the results of the state assessments to observe how former students have fared as well as areas we can improve on and areas of strength for us.

Last year our fifth grade teachers analyzed the scores of our Grade 5 Social Studies exam and noticed that an area our students could improve on was understanding vocabulary terms. The teachers were able to access old NYS Social Studies Exams from the State Education Department website along with trade books and key concepts from our New York State Social Studies guides. The teachers incorporated ways to use social studies vocabulary words in their morning work, word walls, language arts and in daily geography work. The following year's scores rose dramatically as we had 84% of our students score in level 4, 12% in level 3, 2% in level 2 and 2% in level 1.

Another area the staff identified as a target growth area was student understanding of basic math facts. Our students did well with problem solving, geometry and measurement; however, for some reason the understanding of basic multiplication and division gave a majority of our students difficulty. Teachers at each grade level created lessons, games and projects to practice math facts and we also solicited the help of parents as we created a math madness nightly fact sheet. The parents and students worked on different facts each night and students who completed a monthly chart were able to enter drawings for prizes. Much like the gains made in social studies our students in grades 3, 4 and 5 have made gains in their math assessments.

Our teachers continue to look for trends in their analysis of data in state, local and class assessments to help their students succeed.

3. Communicating Assessment Results:

Our assessment data is communicated to parents, staff and the community in a variety of ways. Once we receive the student scores the parents are sent their child's individual score along with the results of our school and district as a whole. The parents are encouraged to contact the building principal and/or classroom teacher if they have any questions. The report sent to parents for Math and English Language Arts includes the child's

scale score, performance level, tested content strand and Standard Performance Index. In New York State we use the following levels for Math and ELA:

Level 1 - Not Meeting Learning Standards

Student performance level does not demonstrate an understanding of subject content expected at this grade level.

Level 2 - Partially Meeting Learning Standards

Student performance demonstrates a partial understanding of the subject content expected at this grade level.

Level 3 - Meeting Learning Standards

Student performance demonstrates an understanding of the subject content expected at this grade level.

Level 4 - Meeting Learning Standards with Distinction

Student performance demonstrates a thorough understanding of the subject content expected at this grade level.

All students scoring in Level 1 and some students in the lower Level 2 receive Academic Intervention Services (A.I.S.). The students meet with A.I.S. teachers in Math and ELA working on skills necessary to succeed in the classroom.

The Standard Performance Index (SPI) estimates the number of questions the student would answer correctly if there were 100 items per strand.

The community receives each school's report card through our Bethlehem Central newsletter "The Highlights" and all of the test results are posted on our school website. Each year the Assistant Superintendent for Curriculum and Instruction presents the results to the community through a Board of Education meeting.

Through these avenues of communication our students, parents and community members have a clear understanding of our school's assessment data and student performance.

4. Sharing Success:

The Bethlehem Central School District has established a collegial environment in which staff members across the district often meet to share best practices and support each other in providing a positive, enriching learning experience for all students. Our teachers have presented at workshops at the state and local level to share their experiences with others. Some examples include digital storytelling, local history, therapeutic crisis intervention, special education, character education and physical education.

If we are fortunate enough to receive recognition as a Blue Ribbon School of Excellence we would plan on sharing our experiences through a variety of methods. At the local level we will present our programs to our Board of Education and some of our staff will provide in-service programs through our staff development programs. We also plan on notifying state councils and associations to provide any training they would like to see.

Along with presentations and written summaries we would welcome any visiting teams from other schools around the area and state. The site visits would include a tour of the building, classroom visitations, meetings with staff and administration. We would share any information regarding our programs and would provide follow-up assistance if needed.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Hamagrael Elementary is committed to providing a first class education for every student. This is accomplished by aligning a rigorous, standards-based curriculum using the New York State Learning Standards as our guide in each subject area with delivery of quality instruction and ongoing assessments.

It is our belief that literacy is the cornerstone for success in school and life. Purposeful literacy begins as students learn to read and write and continues across all curricular disciplines throughout their education.

For our students to be successful and contributing members of a global society they need to acquire the disciplines of life-long learning including:

- collection and organizing information
- speaking and writing effectively
- using inquiry and problem-solving strategies
- reflecting upon and taking responsibility for their own learning
- working cooperatively with people different from themselves

In this mission, partnership among families, school and community is essential to build a solid foundation for our children's future.

The language arts - reading, writing, speaking and listening play a significant role in the educational program of each student. At Hamagrael Elementary our students are expected to read, write, listen and speak for:

- information and understanding
- literary response and expression
- critical analysis and evaluation
- social interaction

We use a guided reading approach along with shared reading, read alouds and independent reading. This approach enables our teachers to select appropriate texts for students with similar reading levels and enhance each student's understanding of what they are reading.

Writing enables students to learn more effectively than any other area of instruction. It allows students to show what they already know, and it also helps them to understand what they will need to learn. Our students are encouraged to write to explore their thoughts and feelings or refine new information. Writing is a process as it goes through a series of changes from conception to final product.

Through our math curriculum we strive to infect students with excitement about mathematics as a tool for thinking, communicating and problem solving. The goal of our program is for students to see mathematics as relevant to real-life situations and to develop a lifelong understanding and appreciation of math that adapts to meet the demands of an increasingly technological world. Students learn to:

- recognize the value and importance of mathematics in society;
- solve problems mathematically;
- communicate mathematically; and
- reason mathematically by modeling, interpreting, patterning, verifying, justifying and drawing logical conclusions

The mathematic content is organized into five areas: number sense and operations; algebra; geometry, measurement; and statistics and probability.

In social studies, students develop an appreciation for the multicultural world around them. The students explore a variety of communities, languages, customs and family traditions as they relate to the responsibility of being a member of a local, state, national and global community. We have completed curriculum maps at each grade level which include New York State Standards, Essential Questions, Activities, Assessments and Related Literature. Our teachers often include trade books and incorporate social studies and english language arts together. The students are provided with the opportunity to prepare research projects, write papers and design art projects to demonstrate their understanding of the social studies curriculum.

The elementary science program is designed to capture and nourish students' curiosity about the natural world. Our curriculum strikes a balance among topics in the life, earth and physical sciences so that students explore phenomena and processes in both the physical setting and the living environment. Each science unit engages students in a series of investigations in which they observe, describe, measure, record and organize data and draw conclusions. Students formulate hypotheses, make predictions, design and conduct experiments and evaluate their hypotheses in light of new evidence. As students explore natural phenomena they construct richer and deeper understandings of science concepts, principles and theories. They confront their preconceptions and beliefs about specific questions and modify their ideas based upon new experiences.

The visual arts program is an art history based approach with a three prong focus: allowing students to become familiar with a wide variety of media, tools and techniques. Our program allows students to discuss and interpret art as a visual document. All students are assessed in 5th grade and the data received has allowed us to revise and retool the program as needed.

All students K-5 receive at least 30 minutes of music instruction a week. We have a vocal music program which incorporates movement and music history for all students with choir opportunities for students in grades 4 and 5. All students in grades 4 and 5 have the opportunity to participate in our instrumental music program. The students meet individually and in small groups once a week. Our band and orchestra students perform as a group twice a year for our school community.

We are extremely proud of the balanced program that we have established here at Hamagrael Elementary. We value the arts as a major part of our program.

2a. (Elementary Schools) Reading:

The reading program at Hamagrael Elementary School is a literature based program with skills and strategies taught in the context of early reading at developmentally appropriate times with trade books forming the core of the program. We look at our students going through the beginning, developing and independent reading stages as they move through our program. At the beginning reading stage children are expecting to learn how to read so their expectations need to be met as soon as possible. In this stage, directionality of print, letter identification, sound/symbol relationships and repetitive patterns are taught while children listen to literature extensively. Developing readers have begun to read. To continue to be successful they need to reinforce all of the skills they already know and develop new skills to further their reading. In this stage, the students begin to read independently, continue skill acquisition, start to make meaningful substitutions when reading and begin to comprehend what has been read in order to retell a story. The independent reader is able to read material at an appropriate level without assistance, uses all the cueing systems, comprehends at different levels and often chooses to read when given free choice. The independent reader also spends less time on decoding skills and more time on comprehension and higher level thinking skills.

Our classroom teachers use a variety of assessments to identify areas of strength and areas in which our students can improve. We use the New York State ELA Exams, Rigby (K-2), Roe & Burns (3-5) and our own Early

Literacy Profile. With the information gained from these assessments teachers are able to plan a literacy program to meet the needs of each and every child.

3. Additional Curriculum Area:

In our social studies curriculum students develop an appreciation for the multicultural world around them and learn how to become contributing members of their community. At the elementary level students explore:

- A variety of communities, languages customs and family traditions as they relate to the responsibility of being a member of a local, state, national and global community.
- A world interrelated through history, geography, economics and the political process in which individuals must make informed choices and decisions about issues that reflect a concern for community and self.

Our curriculum is aligned with the state standards:

- Standard 1 - History of U.S. and New York
- Standard 2 - World History
- Standard 3 - Geography
- Standard 4 - Economics
- Standard 5 - Civics, Citizenship and Government

Each grade level follows a curriculum map that includes the state standards, essential questions, activities, assessments and related literature. Our teachers use these maps to guide their instruction and assess student understanding.

We incorporate literature into the social studies program as the literature enables teachers to differentiate, individualize and enrich their instruction.

Teachers are able to access a variety of resources through our "Eagle Net" system. They are able to sign on to this system to find and share best practices along with grade level curriculum maps and units. Teachers can also find online resources and movies to use.

This year our 4th and 5th grade classes are involved in a project that coincides with the 400th anniversary of Henry Hudson which ties in closely with our local history. Our students will create a play to be performed for the town residents and have been working on an Internet related project using Google Maps to track the voyage and complete activities.

Our students have done extremely well on our 5th grade social studies assessments for our 2008 (November) test. We had 57 students tested and 84% scored at the highest level, Level 4 and 96% of our students reached the Mastery level.

4. Instructional Methods:

Our belief is that students learn in many different ways. We are able to meet the needs of all students through a variety of instructional strategies and techniques. Our identified students with disabilities are provided with the necessary supports to help them succeed academically and socially. Some of the supports we have include teacher aides who work with identified students according to their Individualized Education Plan and the classroom teacher. At Hamagrael we have 17 classroom aides for 17 kindergarten through fifth grade classrooms and two skills development classes. We also have a push-in and pull-out resource room program. A special education teacher meets with a student or small group of students either in or out of the regular classroom. The students work on activities that have been identified as goals for them to accomplish. The

regular and special education teachers work closely together to plan lessons and activities. We also have Academic Intervention Services (A.I.S.) in reading and math available for all students. Students are identified through screening and can receive services through a certified teacher on goals established by the teachers through testing. For students in grade K-2 we have a Jump Start program in which parent/community volunteers read with students individually to work on fluency and comprehension skills.

We have a child study team that meets every Friday morning at 8:30 to discuss students brought to the team. The team discusses students and provides suggestions and resources that are available to help the student.

With the many supports available our students clearly are able to have a successful school experience.

5. Professional Development:

The Bethlehem Central School District has a comprehensive staff development program to help teachers continue to grow as professionals and incorporate innovative techniques and strategies in the classroom to help all students succeed.

Once we hire a new teacher they are assigned a mentor teacher to work with them throughout their first year. The mentor is there to support the new teacher with planning, getting to know the school and district, parent communication tips and curriculum planning.

The Bethlehem Central School District also arranges workshops for teachers before and after school. We have a Timekeeper system which keeps teachers up to date on available programs for them and they are able to use this system to sign up for the courses. Some examples of available courses include the following: special education, literacy, tools for teaching, hands on math and science, co-teaching, assessments, communication and technology.

Along with the before and after school programs we have sessions that take place on some weekends and over the summer. A week long literacy camp is held every summer at one of the elementary schools. We have guest speakers, small breakout sessions and opportunities for teachers to get together to plan literacy activities for the coming school year. We also have a comprehensive technology camp. The teachers have opportunities to work collaboratively on technology projects for 21st Century learning activities, movies and using laptops in the classroom. This year a group of 4th and 5th grade teachers have created a Google Map program to coincide with the 400th anniversary of the voyage of Henry Hudson to this area. You can find an interactive sight on our website.

6. School Leadership:

At Hamagrael Elementary School we have one building principal who is responsible for the school budget, staffing, scheduling, discipline and coordination between the PTA and staff. The principal is the instructional leader working with classroom teachers on curriculum and instruction providing support and resources to ensure the teachers have all necessary materials to help teachers and students succeed. The principal also works collaboratively with the K-12 subject supervisors. The supervisors and principals work on staff development, in-service programs, textbooks and equipment supplies.

The building principal is responsible for all state assessments from ordering to helping arrange scorers and scoring dates. Once the principal receives the scores back he is able to distribute them to the staff and arrange meetings to analyze data to look for trends in previous assessments.

The principals reviews each and every student report card prior to sending them home. This helps the principal get to know each student a bit better and to look for areas of student strength and areas in need of improvement.

The building principal is responsible for attending district meetings to advocate for the building and relay information back to the staff.

At Hamagrael Elementary we are extremely proud of the open relationship between our administration, staff, parents and students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Math

Edition/Publication Year: 2006-2007

Publisher: McGraw Hill

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | | | |
| SCHOOL SCORES | | | | | |
| Level 3 and 4 | 94 | 97 | | | |
| Level 4 | 38 | 38 | | | |
| Number of students tested | 98 | 91 | | | |
| Percent of total students tested | 100 | 100 | | | |
| Number of students alternatively assessed | 0 | 0 | | | |
| Percent of students alternatively assessed | 0 | 0 | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| Level 3 and 4 | 0 | 67 | | | |
| Level 4 | 0 | 0 | | | |
| Number of students tested | 0 | 3 | | | |
| 2. Racial/Ethnic Group (specify subgroup): Black | | | | | |
| Level 3 and 4 | 100 | 50 | | | |
| Level 4 | 40 | 50 | | | |
| Number of students tested | 5 | 2 | | | |
| 3. (specify subgroup): Female | | | | | |
| Level 3 and 4 | 94 | 98 | | | |
| Level 4 | 39 | 41 | | | |
| Number of students tested | 51 | 41 | | | |
| 4. (specify subgroup): Male | | | | | |
| Level 3 and 4 | 94 | 96 | | | |
| Level 4 | 36 | 36 | | | |
| Number of students tested | 47 | 50 | | | |

Notes:

No testing given in 2003-2004 and 2004-2005. There was an administrative error in 2005-2006 so there are no results.

Subject: Reading
Edition/Publication Year: 2005-2006

Grade: 3 Test: English Language Arts
Publisher: McGraw Hill

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Jan | Jan | Jan | | |
| SCHOOL SCORES | | | | | |
| Level 3 and 4 | 89 | 93 | 90 | | |
| Level 4 | 29 | 20 | 20 | | |
| Number of students tested | 98 | 91 | 90 | | |
| Percent of total students tested | 100 | 100 | 100 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| Level 3 and 4 | 0 | 67 | 0 | | |
| Level 4 | 0 | 0 | 0 | | |
| Number of students tested | 0 | 3 | 1 | | |
| 2. Racial/Ethnic Group (specify subgroup): Black | | | | | |
| Level 3 and 4 | 80 | 50 | 0 | | |
| Level 4 | 0 | 50 | 0 | | |
| Number of students tested | 5 | 2 | 1 | | |
| 3. (specify subgroup): Female | | | | | |
| Level 3 and 4 | 90 | 90 | 95 | | |
| Level 4 | 35 | 29 | 23 | | |
| Number of students tested | 51 | 41 | 44 | | |
| 4. (specify subgroup): Male | | | | | |
| Level 3 and 4 | 87 | 96 | 85 | | |
| Level 4 | 21 | 12 | 17 | | |
| Number of students tested | 47 | 50 | 46 | | |

Notes:

No testing given in 2003-2004 or 2005-2006.

Subject: Mathematics

Grade: 4

Test: Math

Edition/Publication Year: 2003-2004

Publisher: McGraw Hill

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | | |
| SCHOOL SCORES | | | | | |
| Level 3 and 4 | 93 | 98 | 100 | | |
| Level 4 | 34 | 31 | 50 | | |
| Number of students tested | 95 | 98 | 104 | | |
| Percent of total students tested | 100 | 100 | 100 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| Level 3 and 4 | 0 | 100 | 0 | | |
| Level 4 | 0 | 0 | 0 | | |
| Number of students tested | 0 | 1 | 2 | | |
| 2. Racial/Ethnic Group (specify subgroup): Black | | | | | |
| Level 3 and 4 | 75 | 100 | 0 | | |
| Level 4 | 50 | 0 | 0 | | |
| Number of students tested | 4 | 1 | 0 | | |
| 3. (specify subgroup): Female | | | | | |
| Level 3 and 4 | 93 | 98 | 90 | | |
| Level 4 | 36 | 35 | 17 | | |
| Number of students tested | 42 | 46 | 41 | | |
| 4. (specify subgroup): Male | | | | | |
| Level 3 and 4 | 92 | 98 | 85 | | |
| Level 4 | 32 | 27 | 8 | | |
| Number of students tested | 53 | 52 | 53 | | |

Notes:

Testing was not given in 2003-2004 or 2004-2005.

Subject: Reading
Edition/Publication Year: 2003-2004

Grade: 4 Test: English Language Arts
Publisher: McGraw Hill

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Jan | Jan | Jan | Jan | Jan |
| SCHOOL SCORES | | | | | |
| Level 3 and 4 | 90 | 87 | 89 | 85 | 85 |
| Level 4 | 8 | 13 | 12 | 33 | 33 |
| Number of students tested | 93 | 98 | 104 | 89 | 88 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| Level 3 and 4 | 0 | 100 | 1 | | |
| Level 4 | 0 | 0 | 0 | | |
| Number of students tested | 0 | 1 | 1 | | |
| 2. Racial/Ethnic Group (specify subgroup): Black | | | | | |
| Level 3 and 4 | 75 | 0 | 1 | | |
| Level 4 | 0 | 0 | 0 | | |
| Number of students tested | 4 | 1 | 1 | | |
| 3. (specify subgroup): Female | | | | | |
| Level 3 and 4 | 95 | 91 | 100 | | |
| Level 4 | 7 | 20 | 37 | | |
| Number of students tested | 41 | 46 | 35 | | |
| 4. (specify subgroup): Male | | | | | |
| Level 3 and 4 | 87 | 83 | 100 | | |
| Level 4 | 8 | 8 | 57 | | |
| Number of students tested | 52 | 52 | 69 | | |

Notes:

In 2003-2004 no state testing was given.

Subject: Mathematics

Grade: 5

Test: Math

Edition/Publication Year: 2005-2006

Publisher: McGraw Hill

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | | |
| SCHOOL SCORES | | | | | |
| Level 3 and 4 | 98 | 86 | 84 | | |
| Level 4 | 36 | 19 | 28 | | |
| Number of students tested | 95 | 103 | 94 | | |
| Percent of total students tested | 100 | 100 | 100 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| Level 3 and 4 | 100 | 100 | 1 | | |
| Level 4 | 0 | 0 | 0 | | |
| Number of students tested | 1 | 1 | 2 | | |
| 2. Racial/Ethnic Group (specify subgroup): Black | | | | | |
| Level 3 and 4 | 100 | 66 | 0 | | |
| Level 4 | 0 | 33 | 0 | | |
| Number of students tested | 1 | 3 | 0 | | |
| 3. (specify subgroup): Female | | | | | |
| Level 3 and 4 | 98 | 81 | 83 | | |
| Level 4 | 42 | 13 | 24 | | |
| Number of students tested | 45 | 32 | 41 | | |
| 4. (specify subgroup): Male | | | | | |
| Level 3 and 4 | 98 | 89 | 85 | | |
| Level 4 | 30 | 23 | 30 | | |
| Number of students tested | 50 | 71 | 53 | | |

Notes:

Testing not given in 2003-2004 or 2004-2005.

Subject: Reading
Edition/Publication Year: 2005-2006

Grade: 5 Test: English Language Arts
Publisher: McGraw Hill

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Jan | Jan | Jan | | |
| SCHOOL SCORES | | | | | |
| Level 3 and 4 | 97 | 92 | 87 | | |
| Level 4 | 13 | 17 | 12 | | |
| Number of students tested | 95 | 104 | 94 | | |
| Percent of total students tested | 100 | 100 | 100 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| Level 3 and 4 | 100 | 0 | 0 | | |
| Level 4 | 0 | 0 | 0 | | |
| Number of students tested | 1 | 1 | 1 | | |
| 2. Racial/Ethnic Group (specify subgroup): Black | | | | | |
| Level 3 and 4 | 100 | 67 | 0 | | |
| Level 4 | 0 | 0 | 0 | | |
| Number of students tested | 1 | 3 | 1 | | |
| 3. (specify subgroup): Female | | | | | |
| Level 3 and 4 | 100 | 100 | 91 | | |
| Level 4 | 16 | 16 | 14 | | |
| Number of students tested | 45 | 32 | 35 | | |
| 4. (specify subgroup): Male | | | | | |
| Level 3 and 4 | 94 | 89 | 88 | | |
| Level 4 | 10 | 18 | 10 | | |
| Number of students tested | 50 | 72 | 69 | | |

Notes:

No test given in 2003-2004 or 2004-2005.